

**1.L.1.1** Students are able to **follow** two and three step directions.

**Verbs Defined:**

- follow -- listen to and do

**Key Terms Defined:**

**Teacher Speak:**

Students are able to follow (listen to and do) two and three step directions.

**Student Speak:**

I can listen to and do (follow) two and three-step directions.

---

**1.L.1.2** Students are able to **recognize** the importance of **focusing** on a speaker when **listening**.

**Verbs Defined:**

- recognize -- show
- focusing -- paying attention
- listening -- listening

**Key Terms Defined:**

- speaker -- person who is talking
- importance - it is important

**Teacher Speak:**

Students are able to recognize (show) the importance (it is important) of focusing (paying attention) on a speaker (person who is talking) when listening.

**Student Speak:**

I can show (recognize) it is important (the importance) to pay attention (focusing) to a person who is talking (speaker) when I am listening.

**1.L.1.3** Students are able to **respond** appropriately to non-verbal signals.

**Verbs Defined:**

- respond -- react

**Key Terms Defined:**

- non-verbal signals--messages not spoken

**Teacher Speak:**

Students are able to respond (react) appropriately to non-verbal signals (messages not spoken).

**Student Speak:**

I can react (respond) appropriately to messages not spoken (non-verbal signals).

**1.L.2.1** Students are able to **use** pertinent personal information.

**Verbs Defined:**

**Key Terms Defined:**

- pertinent personal information -- emergency information and family members' names

**Teacher Speak:**

Students are able to use pertinent personal information (emergency information and family members' names).

**Student Speak::**

I can use my emergency information and family members' names (pertinent personal information).

---

**1.L.2.2** Students are able to **recognize** the difference between true and false information.

**Verbs Defined:**

- recognize -- tell or explain

**Key Terms Defined:**

- difference -- how things are not alike

**Teacher Speak:**

Students are able to recognize (tell or explain) the difference (how things are not alike) between true and false information.

**Student Speak::**

I can tell or explain (recognize) how things are not alike (difference) between true and false information.

**1.L.2.3** Students are able to ask appropriate questions **related** to the topic.

**Verbs Defined:**

- related -- matched

**Key Terms Defined:**

- topic -- subject

**Teacher Speak:**

Students are able to ask appropriate questions related (matched) to the topic (subject).

**Student Speak:**

I can ask appropriate questions matched (related) to the subject (topic).

---

**1.L.2.4** Students are able to **repeat** directions.

**Verbs Defined:**

- repeat -- repeat

**Key Terms Defined:**

- directions -- how to do something

**Teacher Speak:**

Students are able to repeat directions (how to do something).

**Student Speak:**

I can repeat how to do something (directions).

**1.L.2.5** Students are able to **use** graphic organizers to **remember** pertinent information.

**Verbs Defined:**

**Key Terms Defined:**

- graphic organizers -- a way to group information
- pertinent -- important

**Teacher Speak:**

Students are able to use graphic organizers (a way to group information) to remember pertinent (important) information.

**Student Speak:**

I can use a way to group information (graphic organizer)

- list
- diagram
- chart
- graph

to remember important (pertinent) information.